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This study at Northwestern University (Illinois) was concerned with the production and use of video taped materials in teacher training programs. Using a portable, one-half inch video tape unit, the investigators prepared 26 tapes (30 to 40 minutes each) covering many aspects of English teaching (K-12). Thirteen of the tapes were classroom demonstrations and 13 were lectures or lecture-discussions. In video taping the material, several problems--e.g., picture detail, microphone mixing--were encountered, and techniques that seemed useful for increasing the interest level and pedagogical level of "home made" video taped materials were developed. These tapes were shown in a variety of undergraduate and graduate English education courses, in several in-service University courses, in training courses given by local school personnel, and in parent-teacher meetings. No attempt was made to evaluate the effectiveness of video taped materials as an in-service change agent. (Appended to this report is an annotated bibliography of the 26 video tapes, which will be available through the Northwestern University English Curriculum Study and Dissemination Center.) (Author/LH)

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FINAL REPORT

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

A Study of the Production and Use of Videotaped Materials in the Training of In-Service and Pre-Service Teachers of English

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May 1969

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare, and to a subcontract with the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers, University of Illinois, Urbana, Illinois. Contractors and subcontractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the projects. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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I

SUMMARY

From 1965 through 1969 Northwestern University's Special Research Study for the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET) was concerned with the use of filmed and taped materials for the training of English teachers. The project initially planned to produce an eight session filmed in-service course on the teaching of written composition; however, after two years of study, it was concluded that preparing professional quality materials involved technical and financial problems that were beyond the scope of the project. Thus in the 1967-68 and 1968-69 academic years, the project focused on the use of videotape equipment to produce in-service materials which, although not of "professional" quality, might still prove profitable for use in teacher training programs. Using a small, portable videotape unit (Panasonic, one-half inch tape), the project prepared twenty-six lecture and demonstration tapes covering many aspects of the teaching of English, grades K-12. The tapes have been used in undergraduate and graduate courses in English education, in a variety of programs for experienced teachers, and with parent groups. This report describes the techniques which were used in preparing the tapes and discusses the applications of the taped material. It includes an annotated bibliography of the tapes which were produced.

II

BACKGROUND OF THE STUDY

Northwestern University's Special Research Study for the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET) involved the preparation and use of videotaped material for use in pre-service and in-service teacher training programs. During the period of this project, however, the aims and procedures were revised and modified on several occasions, and in this final report a review of the evolution of the project seems in order.

Northwestern's original proposal to ISCPET, written in May 1965, called for the production of a series of eight films dealing with the teaching of composition in secondary schools. These films were to be designed for use as the basis of local school in-service courses, and they were to be accompanied by enough explanatory materials that any school could run a composition in-service course without assistance from outside the school. The films were to be prepared during the first two years of the study and were to be shown and evaluated in a range of urban and suburban schools in the Chicago area during the remaining two years of the project. "Live" in-service courses conducted by staff members in similar schools were to be used as a basis for comparison with the "canned" course.

During the 1965-66 academic year Professor Wallace Douglas presented an eight session in-service course for the English department of the Hinsdale (Illinois) High School. The meetings were recorded on audio tape, and portions of the tapes were transcribed to form the basic scripts for the filmed series.

During the same period two other members of the staff travelled to a number of universities where taped or filmed in-service materials had been produced. They viewed the materials and met with the producers to duscuss the problems involved and to obtain advice about procedures. However, the results of this survey of existing materials were not especially useful. As we reported in the Annual Report for 1966:

> The kinescopes [and tapes] viewed by members of the staff generally demonstrated the problems of low-budget production and insufficient preparation. The camera was seldom used as anything more than an elaborate (and expensive) recording device. In several cases the staff members felt that the script for a series would probably be more valuable to the classroom teacher than the poorly produced films themselves.

It was clear from this survey that considerable amounts of time and money are necessary to achieve professional technical quality and meaningful, interesting content in a filmed series, and because

useful models were not available, preparation of the Northwestern series was postponed for one year while staff members continued to investigate techniques, media, and costs.

After an additional period of consultation with educational and commerical filmmakers, television studios, and the speech-television department at the University, the staff concluded that the proposal for an eight film series was simply not realistic. Visually imaginative films, including classroom demonstrations, panel discussions, and interviews, could be produced only at a cost which would have limited the project to one or two isolated films.

Nevertheless, the area of filmed or taped in-service materials remained interesting. It appeared to the staff that although producing a relatively complete "course" for in-service work was not practical, it might still be possible to produce videotaped materials that could be used to supplement and expand ongoing in-service programs. This seemed a particularly fruitful area to investigate because videotape units were becoming available in many school systems, opening up the possibility of local production of materials.

The staff investigated the costs involved in the rental and use of small, portable videotape units and in the late summer of 1968 proposed a revision of the original Special Research Study project. The staff proposed producing approximately twenty videotapes of lectures, discussions, and elementary and secondary school English classes for use by interested schools and teachers. It was felt that if these "home made" tapes proved useful, the project would have provided valuable models for any school system wishing to use its videotape equipment for in-service work.

III
PROCEDURES

The equipment first rented by the project included:

Panasonic NV-8100 Video Tape Recorder
Panasonic TR-900V Television Monitor Receiver
Panasonic WV-220P Solid State Closed Circuit Camera
Omni-Directional Microphone
Tripod with Dolly
Microphone Stands
Equipment Cart

The major criteria for selection of this equipment were simplicity of operation and portability. The unit could be operated by one person; it could be transported in a compact car; and it could be completely set up or dismantled in ten to fifteen minutes.

Initial tapings, however, revealed two problems. First, the single microphone was inadequate for large classes of twenty to thirty students and much discussion was thus lost. Second, the standard camera lens, meant for general purpose use, could not pick up classroom details at distances of more than ten to twelve feet. Because of these limitations activities on the far sides of classrooms could not be taped without an awkward shifting of camera, microphone, and recording equipment.

To help solve these problems the project rented two additional microphones, a pre-amplifier mixer (which allowed flexible use of the microphones), and a ninety millimeter zoom lens. The lens solved the visual problem quite satisfactorily. The staff has come to feel that although multiple cameras (with the appropriate electronic switching equipment) might produce more sophisticated tapes, the single camera is more than adequate for most classrooms and most taping conditions. The addition of microphones and a mixer improved the sound quality to the point that dialogue was no longer lost, but the sound recording could still only be rated passable. Additional improvement could probably have been obtained only through the use of a sound studio or an elaborate network of microphones and mixing equipment.

In the course of two years the project has produced videotapes of two general types: classroom demonstrations and lecture-discussions.

Classroom Tapes

From the beginning of the project the staff chose to avoid studio tapings, reduced size classes, and short "models" of teacher behavior. It was tempting to make such modifications in the "normal" teaching situation, because they would have simplified the problems of taping and led to increased technical quality. But

the staff felt that if the tapes were to be useful for in-service work, they must approach the realities of classroom teaching as nearly as possible. In addition, a major value of television (as opposed to film) is its ability to capture and present the spontaneous.

The staff did learn, however, that one need not tape all of a forty minute or two hour class in order to capture reality. The "essence" of a class can often be gotten on tape with short excerpts. We found that sampling a class in four to five minute segments whenever the mood, tempo, or content of the class shifted was adequate to give the viewer a clear idea of how the class was proceeding. Thus a forty minute class might be condensed into four or five excerpts totalling fifteen to twenty minutes. This form of editing turned out to be important for two reasons. First, most in-service meetings last only an hour, and a forty minute tape leaves no time for discussion. Second, and equally important, is the fact that tapes of an entire class, even when the teacher is a dynamic showman, are quite simply a bore. An unedited tape contains more information than a viewer needs to judge a lesson.

Excerpting a class did present a problem of discontinuity, but the technique of dubbing (rerecording over the original sound track) helps to solve the problem. When the direction of a class was not clear from the condensed tape, the teacher or a member of the staff could dub in an explanation that would clarify the situation.

Dubbing also proved to be a useful technique for increasing the pedagogical value of the tapes. After a taped lesson had ended, we asked the teacher to review the tape with us. Through dubbing he could add enlightening comments about his own procedures and about individual students who appeared prominently (and not so prominently) on the tape. In addition to the information provided, dubbing generally raised the interest level of material and increased audience participation in subsequent discussions.

Also useful for information and interest were what came to be known as the "pre-game" and "post-game" interviews. Before the class, an interviewer asked the teacher to describe the makeup of the class, the class activities in recent weeks, and the planned lesson for the day. In an interview following the lesson, the teacher was asked to comment on successes and failures and to suggest where the class was likely to go in future lessons.

The staff and most audiences felt that the techniques of selecting (excerpting), dubbing, and interviewing added a good deal of polish to what were obviously non-professional tapes. Although producing polished tapes often required as long as four to five hours per tape, the results seemed worth the investment.

However, it should be noted that "polished" tapes also had some disadvantages for in-service use. The questions asked

by an interviewer often predisposed audiences to particular kinds of responses. Often teachers were able to infer the interviewer's attitude toward the class, and they simply echoed his evaluation. It was thus difficult for in-service leaders to obtain candid evaluations of the taped classes when the "party line" already seemed clear.

Because of this problem the project has recently collected several tapes which will be left unedited, except for necessary explanatory material.

This is not to suggest a superiority of one kind of tape over another. Each has particular uses, advantages, and drawbacks. The value of a polished tape is domonstration; its purpose is to show a classroom where something positive is happening, and the comments of the interviewer and teacher supplement the class demonstration. An unedited record of a class elicits more analysis and criticism from an audience, and it is thus more useful for inductive discussions of aims and values.

Lecture Tapes

In 1966 we noted that using tape to record a lecture was not an imaginative use of the medium. We failed to realize, however, that unimaginative or not, recorded lectures can be useful for in-service work. During the past two years the project has taped a number of lectures and lecture-discussions, and audience response has generally been positive.

Perhaps the main difference between these lectures and the ones originally proposed by this project is simply that the lectures have been taped "live" rather than in studio settings. The tapes include questions and reactions from the audience, televised pictures of audiences that are animated (and bored), and the gaffes of distinguished personages, which partly compensate for its lack of studio professionalism.

IV

RESULTS

No attempt was made to measure or evaluate the effects of these tapes as an in-service change agent, although this kind of research would unquestionably be interesting and valuable. Rather, the project has been concerned with exploring a limited number of technical uses of videotape equipment and suggesting some of the ways the tapes produced might be used. In the past two years the tapes have been used by members of the project staff, faculty of the Northwestern School of Education, participants in NDEA institutes, members of in-service programs sponsored by the Curriculum Center in English, and graduate and undergraduate students. Audiences for the tapes have included university students, experienced teachers elementary and secondary school administrators, college teachers, and parents.

The uses of the tapes can be summarized in three major categories:

1. Pre-service Teachers.

Selected tapes have been shown in Northwestern's undergraduate English "methods" course; in "Practical Rhetoric," a course in advanced composition for teachers; in several courses in the teaching of reading; and in graduate seminars in linguistics, adolescent literature, and the teaching of English. In each of these courses the classroom demonstration tapes were helpful in bridging the traditional gap between classroom practice and university theory. While the "demonstration" aspect of the tapes was helpful in showing students how various new approaches tend to work themselves out in the classroom, the tapes also led to discussions of some major basic issues in English. From the tapes students were led to consider such topics as defining teacher role, the structure of English, children's response to literature, the role of drama in the classroom, and the philosophy of evaluation. Interestingly enough, relatively few tapes, in most classes three or four, seemed necessary to give a university education course a set of reference points which could be used for an entire quarter.

2. Teachers and Administrators in-service.

During 1967-68 and 1968-69 the Curriculum Center in English has offered a variety of English in-service courses for some three hundred teachers and administrators from elementary and secondary schools in Chicago and neighboring suburbs. The tapes have been used regularly in these programs and in NDEA institutes conducted on campus during the period of the project. In these programs the focus has been less on bringing reality into the classroom than on demonstrating new directions in the English curriculum.

The responses to the tapes have generally been favorable. Often teachers in-service find that the tapes provide support for activities they have been doing, sometimes sub rosa, for many years. Generally, teachers are better able to relate new ideas to their own teaching situations after having seen a demonstration tape. The teachers and administrators often form a more critical audience than pre-service teachers. They are skeptical (and rightly so) of anything that hints of being a panacea. Thus outstanding demonstrations were sometimes met with suspicion: "Were the children 'primed'?" "Did the camera make them behave well?" Occasionally, the response has been one of boredom: "Just because they like to fool around with that equipment doesn't mean they have to make us watch their home movies."

Nevertheless the reactions to the tapes have been sufficiently positive that a number of teachers and administrators have borrowed tapes to show to their school staffs.

It is this use of taped material that probably holds the greatest promise for in-service videotapes. Local school in-service programs have a general reputation for lack of interest and practicality, in part because few materials have been prepared for the specific purpose of in-service training. In addition, many teachers who have attempted to initiate in-service programs have found themselves faced with great hostility from their colleagues. Apparently teachers are more or less willing to submit to the lectures of university faculty in evening and extension courses, but they resent being taught by their colleagues.

Taped material provides a partial solution to both these problems. It tends to give in-service meetings direction and substance, and equally important, it focuses attention on an outsider, the taped teacher or lecturer, rather than on a member of a school staff.

In addition, tapes of the kind produced by this project can easily be made by any school system which owns videotape equipment. A department chairman or curriculum coordinator who wishes to conduct in-service programs can, without much technical assistance, prepare demonstration tapes to meet the specific needs of his teachers.

3. Parent Groups.

On four occasions teachers who have been videotaped for the project have requested the use of the tapes and playback equipment for use in parent meetings. Reaction to this use has been unequivocally positive from both teachers and parents. While the staff of the project had not anticipated this use of taped material in original proposals, it seems well worth further exploration.

V

CONCLUSIONS: AN ANNOTATED BIBLIOGRAPHY OF VIDEOTAPES PREPARED BY THE PROJECT

The videotapes produced by the project will be made available to interested educators through the Northwestern University English Curriculum Study and Dissemination Center, 1809 Chicago Avenue, Evanston, Illinois, 60201.

CLASSROOM DEMONSTRATIONS

1. STUDENTS AS BOOKMAKERS
   Mrs. Priscilla Avery
   Sunset Ridge School, Northfield, Grade 4

Tape shows students engaged in various stages of writing books for use in the primary grades of the same school. Includes such things as research discussion among joint authors, illustrations, writing, preparation of copy, and binding. Commentary by the teacher explaining the activities and interviews of students commenting on their writing projects.

2. SELF-DIRECTION IN THE LANGUAGE ARTS
   Sister Rosaleen Dorn
   St. James School, Chicago, Grade 8

Shots of students in a free activity language arts class. Students are variously engaged in preparing and presenting dramas, reading, mask making, puppet making, tape recording stories, and listening to stories. Interviews with students. Commentary by Sister Rosaleen describing the problems and pleasures of a loosely structured language arts class. Compare with tape #8, "Indians" and tape #9, "The Free Time," which show similar approaches with younger children.

3. IMPROVISATIONS
   Mrs. Vernal Doyle
   Arlington High School, Arlington Heights, Grade 9

Students improvise confrontations between characters from a number of one-act plays studied by the class. Tape includes class preparations, small group discussions, and actual performances. Interview with students. Commentary by Mrs. Doyle on the problems of introducing dramatic activity in high school English classes. Class illustrates the problems described by the teacher, as students seemed somewhat self-conscious, and involvement was not especially high. Compare with junior high dramatic activity in tape #10, "The Music of People," and kindergartens in #7, "Angus and the Ducks."

4. APPROACHES TO REMEDIAL READING
Mrs. Linda Fischer
Howard Junior High School, Wilmette, Grades 7-8

Survey of a class in remedial reading for seventh and eighth grades showing various devices, machines, materials and methods that can be used on an individual basis in self-directed student activities. Commentary by Mrs. Fischer explaining what the students are doing and reasons for individual activities in her program, as well as comments on individual students and their behavior during the class session.

5. THE SKATING RINK
Mrs. Barbara Gallagher
Edison Park School, Chicago, Middle Grades

Students examine a condensed version of Maureen Daly's "The Skating Rink" and suggest ways of adding visual detail. Reading of several compositions. Interviews with students. In the commentary Mrs. Gallagher describes other techniques she uses in teaching writing to middle grade students. Discusses advantages. Compare with tape #6, "The Third Thing," which shows another group of middle grade students writing.

6. THE THIRD THING
Miss Joy Hebert
District 65 Laboratory School, Evanston, Middle Grades

Class showing students engaged in a discussion of short passages from children's literature and writing about personal experiences. Commentary by Miss Hebert describes several students in the class and shows the range of writing and reading activities under way in the class. Useful for discussion of the teacher's role in the writing process and as an illustration of the teacher as a resource person. See also lecture tape #16, "Language Experience in the Elementary School," by Miss Hebert.

7. ANGUS AND THE DUCKS
Miss Julia Hohulin
The Dwyer School, Arlington Heights, Kindergarten

Children listen to a reading of Marjorie Flack's "Angus and the Ducks," and after sufficient discussion and meditation, dramatize the story in groups of three and four. Commentary by Miss Hohulin describes approaches to creative dramatics for kindergartners and suggests a variety of ways in which the teacher can encourage children to engage in dramatics and story-telling. Compare with tapes #s 3, 10, and 13.

8. INDIANS--A SOMEWHAT THEMATIC UNIT
Miss Julia Hohulin
The Dwyer School, Arlington Heights, Kindergarten

Shot during November, the tape shows kindergartners in a free activity class preparing for an extravangaza on Indians. Children are variously involved in painting teepees, sawing wood for a bonfire, preparing Indian costumes, listening to tape recorded stories, constructing ears of corn out of kernels and toilet paper tubes, and listening to music that bears no relation to the project. Tape presents a strong argument for the value of "talk" in the classroom. Provides an interesting example of a teacher's skillful rewarding of student efforts. Miss Hohulin displays great enthusiasm and interest.

9. THE FREE TIME
Sister Mary Hedwig Kuczymnski
St. Casimir School, Chicago, Grade 1

The tape consists of shots during a one hour session with a first grade class during a period the teacher called "The Free Time" part of the day. Most of the children are of Spanish and Puerto Rican backgrounds, and the period provides them with an opportunity to use English in real situations.

10. THE MUSIC OF PEOPLE
Sister Ann Liedel
St. Lawrence School, Chicago, Grade 7

In the culmination of a literature and composition unit on "People," the students prepare and present dances and pantomimes to accompany popular music which discusses human relations. Groups work on projects independently, using records, poems, and stories for their presentations.

11. PUPPETS AND POETRY
Mrs. Jean Nowack
Greenbriar School, Arlington Heights, Grade 2

Students present plays with potato puppets, and in the second half of the tape, read and discuss some of their own poems about holidays and field trips. Illustrates how puppets can shift focus of attention away from the child and allow him greater freedom of expression. Poetry readings suggest the children's eagerness to write. Compare with #12, "The Television Review."

12. THE TELEVISION REVIEW
Mrs. Margaret Petroff
Round Lake Elementary School, Round Lake, Grade 8

Writing and presentation of a television program reviewing short pieces of poetry written by students in the class. Includes sundry interruptions for commercials produced in a creative writing session.

13. OUR TOWN
Mr. Lou Roubidoux
South Junior High School, Arlington Heights, Grade 8

Tape shows the culminating activities of a unit on drama. One group discusses background material for "Our Town" and dramatizes one scene. Excerpts from presentations by other groups. Interesting comparisons with creative dramatics tapes, numbers 2, 3, 7, and 10.

LECTURE-DISCUSSION TAPES

14. VALUES IN READING AND LITERATURE
Wallace Douglas
Northwestern University

Two reels. The speaker discusses traditional teaching values in relation to "our literary heritage" and suggests perspectives on the teaching of reading, literature, and writing in elementary and secondary schools. Also indicates that teacher techniques, such as extensive revisions of student writing, often extract all vitality and freedom of expression from written reports and interpretations. See also #15, "Literature and the Individual" and #23, "Involving Students with Literature."

15. LITERATURE AND THE INDIVIDUAL
Michael Flanigan
Northwestern University

The speaker evaluates traditional approaches to the teaching of literature, analyzes recent trends in the area, and suggests ways in which reading can be made pleasurable and profitable for students on an individual basis. Describes recent school textbooks which offer fresh approaches and attitudes. Can be used in conjunction with #23, "Involving Students with Literature."

16. LANGUAGE EXPERIENCE IN THE ELEMENTARY SCHOOL
Miss Joy Hebert
Northwestern University

Miss Hebert discusses the "language experience" approach to reading and writing and illustrates its results with three children who were her students at the District 65 Laboratory School, Evanston. Suggests the need for asking students about their concerns before providing specific activities. Urges changes in classroom structures and use of school time. Illustrated with slides. See #6, "The Third Thing," a tape showing Miss Hebert's class.

17. CITY AND SUBURB: A DIALOGUE
Miss Julie Honick, Miss Mary Herman
Seniors, Northwestern School of Education

Two reels. Students from John Marshall High School, Chicago, and Niles Township High School North discuss issues of concern to high school students: dress codes, the failure of the schools, grades, discipline, community control, bussing, student power, and the role of the teacher. See also #21, "The Death of English Education."

18. GROUP THEMES WITH MEANING
Esmor Jones
English Editor, Pergamon Press, Oxford, England

Speaker describes his experiences as an English teacher who moved from a position in which he depended heavily upon pre-planned textbook materials to a position in which he came to depend more on his own experience and the interests and needs of his students. He speaks of the use of themes arising out of students' interests that give direction to group or individual projects. The teacher and child are seen as cooperating in the making of curriculum. See demonstration tape #2, "Self-Direction in the Language Arts."

19. LANGUAGE, EXPERIENCE, AND THE PROCESS OF COMPOSING
Stephen Judy
Northwestern University

The speaker discusses the nature of the writing process and the idiosy crasies of individual writers and suggests ways in which the process of writing can be made meaningful and realistic in the classroom. See demonstration tapes #5, "The Skating Rink," and #6, "The Third Thing."

20. ISCPET DEMONSTRATION TAPE
Dennis Moore, Stephen Judy
Northwestern University

Produced after the first year of videotaping efforts, this tape discusses the problems involved in videotaping in the schools and includes illustrative examples from various classroom demonstration tapes in the series.

21. A DISCUSSION WITH HAROLD ROSEN
Harold Rosen
London Institute of Education, University of London

Two reels. Mr. Rosen discusses a range of topics in the teaching of English, shares his own teaching experiences, characterizes the teaching of English in Great Britain, and responds to questions from the audience, twelve elementary and secondary school teachers participating in a summer independent study program. See also demonstration tapes #8, "Indians," and #10, "The Music of People."

23. INVOLVING STUDENTS WITH LITERATURE
Mrs. Lawana Trout
Northwestern University

Mrs. Trout demonstrates a variety of ways of involving students in literature. Tape includes presentations on the use of film, creative drama, prints, and visual and tactile materials. Recommends that students be involved in creating teaching materials. Shows techniques for reading and discussion of short stories. Includes audience evaluation of techniques and the material being presented.

24. A CONVERSATION WITH RON WATSON
Ronald Watson

Mr. Watson, director of a storefront school in New York City, discusses the ways in which his school attempts to involve dropouts. Advises that teachers bring about changes from within the system rather than withdrawing from it. Questions from the audience, which consists of teachers from the Elk Grove-Arlington Heights Area. See tape #17, "City and Suburb: A Dialogue."

25. A DISCUSSION WITH ANDREW WILKENSEN
Andrew Wilkensen
University of Birmingham, England

Mr. Wilkensen discusses his research in oral language and suggests possible applications in the teaching of English. Sees English as "verbalization of experience and our experience of the verbalization of others." Sees the components of reading, writing and speaking as providing rich experiences in the classroom and moving outside the classroom when possible. Short discussion period with students in an undergraduate methods course.

26. WONDER? WRITER
Sister Mary Clare Yates
Our Lady of Mercy High School, Farmington, Michigan

The project's first and last experiment in educational television. Sister discusses and demonstrates the importance of perception in descriptive writing. The problems created by inaccurate observations are shown through four dramatizations. Includes background music, a wide range of visual materials, showcards, and a cast of ten. An interesting and useful tape, but too much work.